

### My student teaching tidbit DRAFT:

I was student teaching in a 4/5 grade class, and we had this crazy week where the 5th graders were away at an “Environmental Learning Center” (what fancy schools say instead of “camp”) and I had to figure out what to do with a room-and-a-half full of fourth graders. Because half of the class was gone, we could not continue with their regular science unit, and because students from other classes were in my room, we could not continue with typical language arts work.

A colleague and I designed a four-day paper airplane unit that includes language arts and science. Learning targets include gaining familiarity with the technological design process, identifying the main points and supporting evidence from a non-fiction reading, and writing with a purpose. Students followed the technological design process to research, formulate a focus question, design and test their prototypes. They read passages about how to modify a basic paper airplane model to fly far or fast or straight, or to do tricks. Finally, they wrote a letter to the fifth graders explaining everything they learned during the week.

I’m happy to share the details of the unit with anyone who wants them. Just e-mail me at [karen@mchegg.com](mailto:karen@mchegg.com).

(If I use this as the tidbit I present, I will put together a “handout”.)